

Degree programme	Type	Course
History	OP	4
Humanities	OP	3
Humanities	OP	4

Contact lecturer

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Prerequisites

A fluid understanding of International Contemporary History. This means knowing main dates and major evolutionary features in the social, economic and political fields. A minimum knowledge of English, necessary for reading academic texts

Group languages

You can consult this information at the [end](#) of the document.

Objectives

This course focuses on the history of international relations in the period following the Cold War (1948-1990). It therefore constitutes an exercise in what is commonly referred to as Contemporary History or the History of the Present.

The syllabus examines the years between 1991 and 2026 because they can be understood as a coherent historical period encompassing: (a) the rise and decline of the so-called New World Order, or neoliberal globalization, led by the United States as the dominant superpower in the aftermath of the Cold War; (b) the Great Recession beginning in 2008; (c) the backlash against globalization, marked by the emergence of radical nationalist movements and populist leaders; (d) the COVID-19 pandemic and its far-reaching social, economic, and political consequences; and (e) the eruption of the contradictions inherent in the New World Order, as reflected in the wars in Ukraine and Iran, the Gaza conflict, and the second presidential term of Donald Trump beginning in 2025. These developments have been accompanied by significant transformations in the practice of international relations.

To complement these themes, the course includes a study of the period 1979-1989, which laid the foundations for the end of the Cold War and the subsequent transformations of the international system. It also introduces students to key terminology and concepts in international relations, as well as the evolution of military science, diplomacy (including conflict management, resolution, and prevention), security studies, and theories of the state. These subjects are commonly taught in Political Science and Law but are rarely adapted to the needs of History students. In addition, several sessions are devoted to exploring the cultural roots of neoliberal globalization.

In some academic years, particular attention is given to topics included in the syllabus that acquire special

relevance due to contemporary developments. Examples include the Gaza conflict during the 2023-2024 academic year and the historical origins of the Iranian regime.

Learning outcomes

1. Drawing up an academic text using the discipline's specific vocabulary.
2. Engaging in debates about historical facts respecting the other participants' opinions.
3. Analysing the historical processes that led to armed conflicts.
4. Critically analysing the patterns explaining the historical phases.
5. Identifying the social, economic and political structures of the contemporary world.
6. Identifying the main and secondary ideas and expressing them with linguistic correctness.
7. Organising and planning the search of historical information.
8. Effectively working in teams and respecting different opinions.
9. Properly using the specific vocabulary of History.
10. Using the characteristic computing resources of the field of History.
11. Submitting works in accordance with both individual and small group demands and personal styles.
12. Solving problems autonomously.
13. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
14. Engaging in debates about historical facts respecting the other participants' opinions.
15. Critically assessing and solving the specific historiographical problems of war studies.
16. Analysing the historical processes that led to armed conflicts.

Contents

Please note: The course program or table of contents is also included on the subject page on the Virtual Campus, along with suggestions and references to material that can be consulted online.

1.- The antecedents: the end of an era, 1973-1988

2.- The conclusion of the Cold War: 1989-1991

2.- The NWO: reshuffle crisis, 1991-1995

3.- Triumph of globalization, 1996-2000

4.- NWO, next wave of readjustments, 2001-2007

5.- The Great Recession. The NWO hits its peak, 2008-2020

6.- The rise of populism and technopolitics, 2014-present

7.- The New World Order and globalization collapse (2021-2026)

8.- Final reflection: the Great (sustainable) War for Globalization. The great pulse between liberalisms and statisms.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical lessons	40	1.6	16
Workshops and practices led by the professor	10	0.4	14
Personal study	45	1.8	12
Reading of texts, writing of papers, building up of oral comments and seminars. Search tools to bibliographies	25	1	12, 13, 15
Scheduled learning exercises	5	0.2	15
Tutorials	15	0.6	11

The teaching methodology and the training activities will contemplate different aspects, in the part and proportion that the professor considers appropriate. For example:

Attendance at theoretical classes led by the professor.
 Attendance to seminars sessions and practices led by the professor.
 Comprehensive texts reading
 Learning strategies in order to obtaining information.
 Making reviews and analytical comments ((the emergence and rapid development of GPT Chat and other AI applications have made coursework lose much formative effectiveness)
 Building up of oral presentations.
 Personal study
 Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Courseworks and learning exercises	35	4	0.16	2, 3, 5, 6, 8, 11, 12, 13, 15, 16
Practices, internships	20	2	0.08	1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14
Written theoretical tests	45	4	0.16	1, 3, 4, 6, 8

In accordance with what is dictated in the Degree Report, the subject will be evaluated according to the following points:

- a) Exams. Written tests (both partial and final), with a cumulative mark that means up to 50% of the total of the maximum grade;
- b) Paper. Inside or outside the classroom, with a cumulative mark that means up to 30% of the maximum grade;
- c) Practices: research and analysis techniques that means up to 20% of the maximum grade;

As a whole, to pass the subject the student must obtain a grade of 5 out of 10. On the other hand, each teacher may mark, if they deem it useful, a minimum to be achieved in each of the items a), b) and c) here exposed

This is specified in:

- Two written tests (25 + 25 points) spaced throughout the course. TOTAL: 50 points
- One written work (TOTAL: 30 points)
- Practices (20 points)

COURSE TOTAL MAXIMUM: 100 POINTS; PASS WITH: 50 POINTS)

The scoring system will be cumulative, without applying percentages or arithmetic averages

A final re-evaluation exam will be carried out, on the date set by the administration of the center, for students who have failed in the tests carried out during the course. In order to be eligible, students must have sat a

minimum number of the assessments specified in the course guide-namely, three assessments, provided that these three together account for at least two thirds (66.6%) of the overall assessment.

Warnings:

Only activities carried out (exams or practices) and previously suspended with a grade higher than 2, will be reevaluated. The reevaluation will be held on the official dates established by the Faculty. In no case, may reevaluation be considered as a means of improving the grade of students who have already passed the subject in the normal continuous assessment process. The maximum mark that can be obtained in the reevaluation is 5.0 (Pass). The minimum course grade to take the re-evaluation will be 3.5 (35 points)

The emergence and fast development of the so-called GPT Chat and other Artificial Intelligence applications mean that the old \"take home\" or course works no longer has relevance for the student's academic training. Therefore, while teachers and students work together to incorporate AI as a new training tool, both the assignments and the practices will have new formats. This does not mean that the use of AI is excluded. For this subject, the following model has been proposed:

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Plagiarism from written sources (internet, books, papers, etc.) or copying in the exam, supposes a zero in the grade for the exercise. Self-plagiarism by the student himself or take home plagiarism by others falls into this category as long as the percentage of plagiarism is high. Plagiarism control scanners are used in this subject

Recording classes using any type of device is strictly prohibited. Violations will be actively pursued or prevented.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Students will obtain a not assessed/not submitted course grade unless they have submitted more than 30 % of the assessment items.

The students will have the right to review the results of the tests carried out. The professor will establish the mechanisms to do so, during office hours. It should be noted that the UAB is an in-person university-not a virtual or distance-learning institution-and therefore no tests, exercises, exams, or similar materials will be reviewed via email.

The scheduling of assessment tasks may not be altered for the convenience of students, except in highly exceptional circumstances that are duly justified.

As a general rule, the grounds that may justify an individual change to the date of a mid-term assessment are essentially the following: an accident requiring hospital admission, life-threatening emergencies, or serious medical conditions requiring immediate medical intervention. Cases involving detention and imprisonment are

likewise included. Situations of this kind may entail the postponement of more than one assessment task and, consequently, may affect the overall assessment of the course.

Failure to attend a specific assessment does not, in most cases, result in failure of the course, since the course is assessed through a continuous assessment system comprising a range of exercises and assessment tasks throughout the semester. By contrast, where the reason invoked is not of a serious nature, a change of date may confer an individual advantage on the student and may therefore give rise to unfairness in relation to the rest of the group, insofar as it may become an indirect means of improving a mark-something incompatible with the current continuous assessment model-or may contribute to increased absenteeism in class.

In cases of duly documented chronic or acute illness, students may request a postponement within the limits permitted by the academic calendar. In such cases, any request to change the date or time of an assessment must be submitted at least seven days in advance and must be accompanied by the relevant supporting documentation, which must be verifiable. Where the reason is an unforeseen case of force majeure, the regulations permit the request to be submitted after the scheduled date of the assessment, provided that the supporting documentation is submitted within a maximum of three working days and is capable of verification. This includes, by way of example, childbirth or adoption, or the death of a partner or of a family member up to the second degree of kinship. In cases of illness or other serious personal circumstances, the documentation provided must clearly demonstrate that the student was not in a position to sit the assessment at the scheduled date and time, and must, where appropriate, enable the university to verify the truthfulness of the circumstances invoked.

It is for the teaching staff to assess any other circumstances not expressly provided for in the preceding sections, and to determine, in accordance with the applicable regulations, any exceptional cases that may arise, always with full respect for students' rights and for the exercise of academic freedom.

Erasmus students who need to leave before the scheduled assessment dates must provide an official document from their home university, addressed to the Degree Exchange Coordinator, confirming a calendar conflict (an overlap with academic activities at their home institution).

SPECIFIC EVALUATION

WARNING: Choosing the single assessment exempt the student from attending classes.

It will consist of the following tests:

- A written exam, extensive writing model, on aspects covered in the course agenda (30% of the score)
- A critical review, equally extensive, about a book that will be indicated by the teacher(30% of the score)
- Complementary oral evaluation on both tests (30% of the score)
- Practice evaluation, carried out in person (10% of the score)

In the case of the single assessment, the same retake system will be applied as for the continuous assessment. The final cumulative grade for retake must be 3.5.

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Software

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Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed